



Alternative Certification Model 2020–21: National QA Exercise Key Messages

Subject	Physical Education
Level	Higher

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

Section 1: Comments on approach to assessment

Centres provided evidence covering both the question paper and performance components.

Many centres were commended on their moderation processes, which were clearly referenced within the candidate evidence. There was also clear evidence of engagement with the SQA Understanding Standards materials in internal moderation exercises.

The vast majority of centres provided evidence for the question paper component, with a few providing evidence of both components.

The types of evidence submitted were:

- ◆ the SQA 2021 paper
- ◆ adapted versions of the SQA 2021 paper
- ◆ centre-devised papers
- ◆ associated marking instructions
- ◆ videos of candidate performance
- ◆ commentaries on candidate performance
- ◆ performance assessment records
- ◆ evidence of cross-marking activities
- ◆ overview of centre and local authority moderation activities

It was clear that most centres followed the recommendations outlined in the subject-specific guidance on gathering key evidence.

The majority of approaches adopted by centres for the question paper component were valid and in line with national standards. Some centres adapted the SQA 2021 paper or devised their own assessment instrument, and it was helpful when they provided the source of the questions. However, in some instances, the approaches adopted by a small number of centres provided insufficient challenge or breadth for Higher level.

Where video evidence was provided for the performance component, the assessment approach was acceptable. However, some centres only provided performance assessment records. Without any video evidence, it was not possible to confirm assessment judgements.

Section 2: Comments on assessment judgements

The majority of centre assessment judgements, in relation to candidate evidence for the question paper component, were in line with national standards. In some cases, it was judged that centres were lenient in allocating marks for 'explain' questions where candidate responses were not fully developed. It was also the case that some centres were severe in their allocation of marks for 'describe' questions where candidates were not credited for clear descriptive points.

Of the centres that submitted evidence for the performance component, there were examples of leniency of marking for the following two assessment items:

- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving

Many centres were recommended to engage with resources on the SQA Understanding Standards and SQA secure websites to confirm their understanding of the national standards.

A large number of centres were commended on both their internal and local authority quality assurance procedures. Marking grids submitted identified that assessment judgements were considered across departments and revised where appropriate, on the basis of application of the national standard. In most cases, these centres should be confident that their judgements accurately reflect the candidate's attainment.